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DEVELOPMENT OF THE MARKETING COMPETENCE OF HEADS OF CLUBS OF NON-FORMAL EDUCATION INSTITUTIONS

Olesia Borsuk

The intensification of competition in the Ukrainian domestic market has prompted educational institutions to introduce marketing more actively into their activities. One such tool is marketing competence.

The competitiveness of a non-formal education institution in the educational services market can be ensured by the set of professional qualities of the head of the non-formal education institution as an education manager, as well as by the formed marketing competence of teachers, in particular the heads of the clubs.

Marketing skills are an individual's ability to apply the acquired marketing knowledge in the implementation of a marketing approach to the management of the non-formal education institution as a whole or, for example, parts of it (circles, studios, etc.) It enables the organization of the educational process and the process of personal management. The availability of marketing knowledge and skills ensures that marketing activities in the non-formal education institution are scientific and technological.

The research discusses the essence and structure of the teacher's marketing competence. The relevance of the formation of this competence as an important professional quality of a modern teacher of higher education is justified.

The research deals with the searching of the important role of the marketing competence of the heads of clubs of non-formal education institutions and the development of the professionalism of the teacher. Marketing management leads to a different understanding, a re-conception of the category «quality», which ultimately changes the whole learning process. The article attempts to consider the teacher as a subject and object of marketing activities, highlighting the multidimensionality of his/her role in terms of a marketing approach. This publication presents a variant model of personalized professional development of a teacher, based on the usage of marketing technologies

Keywords: marketing, competence, non-formal education institution, head of club, teacher

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1. Introduction

Non-formal education and upbringing, as a component of Ukraine's system of continuing education, is at a stage of qualitative renewal and the search for ways of developing both the system as a whole, and non-formal institutions separately.

Non-formal education in terms of content and direction has become an important part of the modernization of education space and is today a powerful motivational factor, self-development, professional self-determination and formation of the vital competence of the individual.

Therefore in non-formal education institutions, the education and upbringing of children and young people is now regarded not as an annex to the education activities of the general school, but as an autonomous one, and, above all, a self-worth type of quality education and personal education.

State policy in the field of extracurricular education and its development is defined in such documents as:

Laws of Ukraine «On education», State national programme «Education» (Ukraine of the 21st century), «On general education», «On Non-formal Education», «On Child Protection», Regulation on Non-formal Education Establishment, National Doctrine on Education Development, Concept of Education Development of Ukraine for the period 2015–2025, Concept of a New Ukrainian School. These documents define the structure of Ukrainian education and Non-formal education as an integral part of it.

At the same time the approval of Non-formal education as a component of the education structure of Ukraine, which is enshrined in the normative and legal documents, makes it necessary to define its strategic areas of development, among which it is necessary to develop a theoretical and methodological basis for its implementation and for rethinking its place and role.

The level of education, the competence of teachers and the image of the non-formal education institution depend on many factors. But the main thing, of course, is

the professional competence of the heads of the clubs. Along with other tasks, it is important to find strategies to develop the professionalism of each teacher in the non-formal education institution and especially the head of the club.

2. Literature review

The issues of pedagogical personnel activity on the basis of competent approach are considered in the works of V. Kremen, I. Beh, S. Goncharenko etc. The structure and content of competences as complex multi-dimensional phenomenon were investigated by M. Voloshina, T. Turbar [1]; content building was researched by A. Markova, V. Vvedensky researched the simulation of the competence building process, I. Zymnia defined the main types.

Millson [2] believes that in this modern age, it is admitted that the sustainability of a non-formal education depends on its capabilities and know-how based on information retrieval, the unification of systems and methods, and the applicability of management technology. Marketing capabilities demonstrate an institution's capability in distinguishing its services from those of opponents and in building successful brands.

Ren et al. [3] highlighted that marketing capabilities also represent how institutions connect with consumers to create profitable relationships for enhanced innovation performance. Morgan [4] defined that the marketing capabilities are usually valuable, inimitable, and non-substitutable in creating sustainable competitive advantage and promoting superior institution performance in both domestic and international markets.

In recent years there have been many scientific works by Ukrainian scientists concerning the formation and development of non-formal education, namely: Z. Ryabova [5], O. Prosina [6]; development of the network of non-formal education institutions (L. Kovbasenko, I. Riabchenko); organizational and pedagogical forms and principles of selection and modelling of the content of environmental education and upbringing in non-formal institutions were investigated by V. Verbytsky, G. Pustovit. These works are mainly devoted to studying national experience in organizing the activity content of educational institutions, the education process and the tasks of activating the education potential of non-formal institutions.

We found out that the problem of forming the marketing competence of the heads of groups of out-of-school education institutions and its development within the framework of the democratic-transformative technology of management of the educational activity system has not been covered by scientists, therefore it is relevant. The unpreparedness of pedagogical workers for radical changes causes a significant decrease in the prestige of extracurricular education in Ukraine and the need to find new approaches, in particular, to the management of extracurricular education institutions. The essence of marketing competence is a component of the professional competence of leaders of the groups of extracurricular education institutions in the system of non-formal education, the formation and development of which takes place within the framework of the democratic-transformative technology of management of the educa-

tional activity system. The components of the marketing competence of the leaders of groups of extracurricular education institutions and the factors that ensure the implementation of marketing competence and its influence on the activities of extracurricular education institutions have not been determined. Therefore, our topic is intended for a wide range of scientists, specialists, managers, group leaders, degree holders, all interested persons who are engaged in marketing communications.

3. The aim and objectives of the study

The aim of the study is to justify the development of the marketing competence of the heads of clubs of non-formal education institutions.

To accomplish the aim, the following tasks have been set:

1. Formulate the main definitions of research: «competence» and «marketing competence».
2. Identification of contradictions between existing approaches to the training of the head of club in non-formal education.
3. Defining the role of the tutor in the development of the teacher's marketing competence.

4. Materials and methods

The analysis identified the characteristics of marketing competence in education and detailed its role of the education process. The combination of fragmented knowledge about the marketing competence of the head of clubs in the understanding of the competence as a whole was achieved through the cognitive technique of synthesis. Systematization and classification as leading research methods have helped to unify fragmented knowledge on marketing competence. This contributed to the formulation of the marketing competence in education. Generalization as the primary method of deductive reasoning was used in the research.

5. Results

The expectations of Ukrainian society from modern non-formal education are aimed at its competitiveness in Ukraine, European and world education spaces; the formation of a young people generation, which will have the necessary knowledge, skills and competence for integration into society.

Therefore, a modern institution of non-formal education should be ready to fulfill any order for the consumer (potential applicants of education, students, employers, state). Today, it can be stated, that non-formal education institutions are part of both the labour market and the vocational education services market. At the State and local levels, education space is increasingly using economic concepts that are characteristic of the market: education product, education service, education offer, competition, advertising, market segmentation, presentation, competitiveness, quality of education product or service, the development of a new education product or service or the promotion of existing ones, etc. In this context, the marketing competence of the heads of the clubs is of particular importance, which has a significant impact on the positive image of the institution of Non-formal education among applicants for education and their parents through the provision of differentiated

education services; the growing professionalism of teaching staff, aimed at improving the quality of the education process; improving the education environment; implementing effective communication acts on competition and demand; positive socialization of all participants in the education process.

In turn this makes it necessary to develop and implement a marketing strategy for the activities of non-formal institutions, which provides a basis for management decisions to expand, upgrade or reduce education services, provided by a non-formal education institution. In addition such a strategy creates a positive image of the institution and, which is now highly relevant, contributes to the development of education needs with a view to raising non-formal education as a social value.

The active introduction of marketing technologies into the management activities of education institutions began in the 1990s. The peculiarity of education (social) marketing in higher education and in the system of general schools was revealed by many scientists.

Ukrainian scientists developed the methodological basis of marketing as a scientific discipline in the training of specialists [7]. Some of them studied the formation and development of the marketing competence of the heads of educational institutions in the post-graduate education system.

Despite numerous publications, the lack of methodological tools for diagnosing the marketing competence of heads of non-formal education clubs, as well as their content and structure, should be noted as well as their interest in this area among practitioners.

The analysis of domestic theory and practice reveals contradictions between:

- strengthening the role of the competitive education environment and the unwillingness of non-formal education institutions to take favor of their competitive advantages;

- the level of professionalism, required by heads of non-school education institutions in modern market conditions, and the insufficient level of marketing competence, required for a successful professional activity;

- there is a gap between existing approaches to the training of group heads in non-formal education and the lack of scientific support for individual education trajectories, within which their marketing competence is developed.

We note that in the opinion of Ukrainian scientists, one of the approaches in the context of modern challenges is a marketing approach, which involves focusing the development strategy of the organization on the demands and needs of the consumer; development and realization of quality education services, market demand; orientation towards reduction of total consumer spending (primarily expenditure on consumption of education services); continuity of collection and processing of information on the education and labour market; integration of education marketing tools.

The complementary education paradigm for the teacher is illustrated by a number of studies related to the integration of competency and marketing approaches, the study of demand for education services, the purposeful influence on the development of professionalism of the head of the club. The main purpose of such influence is

to define the professional level of the head of the club and develop its growth, combining it with the official functional skills, taking into account the requirements of the present day and studying the needs of education services consumers [8–12].

The need for configurations can be proven by the following studies. The non-formal education institution education program fully meets the needs of the group of users of further training services (245 persons) for teaching staff (heads of clubs and managers of non-formal education institutions) – 66 per cent of respondents, partially corresponds – 30 per cent, no answer – 4 per cent. The obtained results may indicate the high degree of satisfaction with the quality of non-formal education, or partial satisfaction with the quality and content of non-formal education, while such contradictions may have the greatest impact on the level of satisfaction with the quality and content of non-formal education. For example, «the content of the program does not meet the needs of actual practice». However a parallel study showed that respondents were generally dissatisfied with the advanced system of professional development for non-formal education institutions' pedagogical staff.

This contradiction between the satisfaction with the quality of education in the institution and the overall low level of satisfaction with the education system as a whole makes it necessary to restructure and modernize the system. The problem is that there is still a good knowledge of the methodology of ordering on the basis of customer demand, and therefore a problem with learning the product forming. This problem is linked to problems of pedagogical diagnosis, designed to identify even needs that are not understood by the pedagogical staff. An example of this is the attempt by some education institutions, in one form or another, to replace a financial system of higher education with a unified approach to learning. At the same time we consider the cumulative system only as the initial stage of the representation of the personalization of education, since in this case the student chooses from the proposed one. This conclusion is supported by the students' own views. It's just only 26 per cent of which prefer the cumulative system to traditional and distance learning. Therefore we do not believe it is right to speak of the individual education path of the overall education system. We offer a diverse model of individual training of teachers, organized through the integration of marketing and pedagogical technologies on a completely new basis. In our opinion, it should include pedagogical diagnostic and marketing segmentation technologies (otherwise research technologies), which in this case should be turned into pedagogical activities, showing which programs, which teachers are intended for. In our case a teacher is given the opportunity to choose a course of action, determined by his/her professional level of thought and skill [7].

The CPE's market research in this case focuses on two areas: studying real needs and identifying a group of teachers with similar needs (segmentation) for group classes or consultations. The design of the education path in the context of marketing is considered one of the marketing technologies for creating an education product. In addition, we consider this technology to be a hallmark of

education marketing because, given its specificity, the boundaries between production and marketing in this area are rather blurred and the processes are closely intertwined that makes it necessary to have the technology that integrates the individual functions of creating, promoting and marketing an education product the best way. Diagnosis is a necessary tool and a condition for designing individual education pathways, which in this case can be considered a form of education product that the non-formal education institution can offer to its users. The diagnosis is usually done remotely or in local resource centres with methodological services. The diagnostics are designed to identify the problems, faced by the teacher in the education process, and to eliminate these problems in this process.

The next step in this model is to interact with the support manager. The role of the tutor is to help the teacher to formulate a teaching task based on the pedagogical problems, identified by the diagnostic, to motivate the head of the group to solve the problem, and thus to increase individual learning (it can be not only courses, but also internships, attendance of open classes, seminars, distance learning). On the basis of diagnostics and a built-in learning path, the marketing officer (if any) or the tutor determines where the pedagogic officer and supervisor should undergo further training: at the non-formal education institution or information centre in the place where the institution is located, if resources permitting. The selection process is carried out through a database, a repository containing all the programs and modules ever used for the training of senior trainers. The model we propose is comprehensive and it is based on the analysis of possible options for organizing training activities for teachers and the experience of such institutions (Institute of Advanced Studies for Urban Information Centres). Organizations can use marketing technologies as the most appropriate tools to build modern models of professional growth.

More profound features of the democratic-transforming technology of management of the system of educational activity of institutions of non-formal education are planned to be opened in the future for formation of the marketing competence of the heads of clubs in the non-formal education institution.

In conclusion, let us emphasize that in the modern world of knowledge, there is a growing awareness that without knowledge of marketing competencies, the head of a group of an extracurricular education institution is unable to fulfill his/her mission of training pupils in competitive conditions. Such awareness gives rise to a significant number of practical steps to implement the new technology of creating strategic alliances between out-of-school education institutions and consumers of educational services, which are of significant research interest, worthy of further study.

6. Conclusions

1. The main definitions of the research: «competence» and «marketing competence» were defined. Marketing competence is understood by us as a dynamic entity, which is a component of professional competence and a criterion of continuous development of professionalism of pedagogical workers of different types of categories. This concept is considered by us as a complex of certain professional knowledge, abilities, skills, as well as personal properties, ability to ensure successful activity of the institution in a competitive environment, provided the principles of marketing as the basic principles of own pedagogical activity are accepted.

2. The contradictions between existing approaches to the training of the head of club in non-formal education were identified, namely: at the theoretical and methodological level – between constant growth of attention of society to self-realization of personality in professional activity and creativity as its instrumental means and absence of theoretical-methodological and psychological-pedagogical substantiation of creativity as a component of professional preparation of future qualified managers; at the didactic level – between the need to take into account modern concepts and pedagogical practice to ensure the development character of training on the basis of individualization and insufficient attention to pedagogical means of its realization; at the methodical level – between the growing need in forming of constructive professional thinking of future heads of clubs, able to adapt to the requirements of the market.

3. The role of the tutor in the development of the teacher's marketing competence was defined. Tutorial support has a positive impact not only on solving the problem of the teacher's self-determination in the education, it encourages a permanent, mobile reconstruction of the improvement of content, technologies, forms, methods of advanced training in the modern dimension. This allows to support the positive dynamics of expansion of the resource field of the education environment, to ensure the continuity of the development of the students and the continuous growth of the professional potential of the tutor.

Conflict of interest

The authors declare that they have no conflict of interest in relation to this research, whether financial, personal, authorship or otherwise, that could affect the research and its results, presented in this article.

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Data availability

Manuscript has no associated data.

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Olesia Borsuk, Children and youth creativity center «Shevchenkivets», Sichovykh Striltsiv str., 43, Kyiv, Ukraine, 04053

E-mail: 3819264@gmail.com